The Gregg Writer

Vol. X. CHICAGO, JULY 15, 1908 No. 11

Art in Stenography

LET us look up the word "mediocrity" in a dictionary. Here it is: "Moderate quality or degree; middle rate." And there you have, in that brief definition, the reason for the army of standstills in the business world. For mediocrity means average, and average means not above the common.

Suppose we take, for example, the profession of stenography. The country is full of young men and women who, through a knowledge of shorthand and typewriting, are earning a livelihood as amanuenses, office assistants, and so on.

Stenography is a stepping-stone to higher things.

A good stenographer, with common sense and tact, can develop into a veritable right-hand bower and become a power to the busy man of affairs. But they put into their work just enough energy, initiative and loyalty to steer clear of the blue envelope. A little greater energy, a bit more initiative, a more frequent use of dormant gray matter would mean quick recognition and prompt promotion.

How many stenographers endeavor to make the letters they write look like print? How many are free from the use of an eraser every other sentence? How many study the effect of margins and paragraphs and even spacing and punctuation? How many have sufficient originality to endeavor to make the margin of the right-hand side of the sheet as nearly even as that on the left-hand side?

I know a young man who secured a very desirable position on the strength of the mechanical appearance of his typewritten letter of application. That young man does the neatest, cleanest, most original work on a typewriter that it is possible to do. To him, perfect work has become second nature. He is painstaking. He is accurate. He is rapid. With him, care has become a habit. He puts his individuality into every letter and every article that leaves his machine. Other stenographers who see his typewritten work hold it off admiringly and say: "How in the world do you manage to make your work look like that?"

Here is the secret of how it's done, told me by the young man himself:

"I am never content with average work. I handle a great deal of correspondence, and every day I wonder more and more at the poor quality of work done by stenographers. I see letters that I know are written by experienced stenographers, but which have the appearance of having been hammered out by an office boy anxious to get away to a ball game."

That young man is never satisfied with the good—only the best will do. He is forever striving to improve his AREA. The consequence: his work is never mediocre.

Doing a thing as well as somebody else does it will never make you stand

out alone. The world reserves its applause and appreciation for the man who can do things a little better.

Don't be satisfied with mediocrity.

If you are perfectly contented with the present quality of your work, you are slipping backward.

Self-satisfaction and progress are strangers.

Put yourself into your work—and then try to improve on the job.

You will rise above the crowd.

Someone has wittily said: "The original noise is what counts; most people are merely echoes."

Success lies in being the original.—J. P. Fleishman, in *The Business Philosopher*.

Stenographers' Associations

STENOGRAPHERS all over the country are coming to recognize the many advantages of shorthand associations. Those who are in earnest in the practice of their profession find much of help and inspiration in association and free competition with their comrades who have similar ambitions. The business and social benefits are too obvious to be recounted here. We are glad to announce the formation of another association. This time it is Winnipeg, Manitoba, which enters the lists of organized stenographers. The association states that it has held the first examination, which resulted in the admission of fourteen candidates.

The secretary of the association, Mr. P. H. Hammond, a supporter of the "Forward Movement," writes us that the purpose of the association is to improve the qualifications of the members, and to promote social intercourse among those who practice the art of stenography. Those who desire admittance to the association must pass the examination, which consists of the transcribing of business letters containing five hundred words dictated at the rate of eighty words a minute. The membership fee is two dollars a year. Meetings are held monthly during the summer and bi-weekly in the winter.

It seems to us that there are many other stenographers in the large cities of the United States and Canada who would do well to follow the example set by these enterprising stenographers in Winnipeg. Their association it appears, is the pioneer stenographers' association in the Dominion, the only other organization being the Court Reporters' association of Toronto.

We wish the Stenographers' Association of Winnipeg every success in its undertaking and feel confident that it will result in added benefits both to our shorthand profession and to the members themselves.

Blond Steno', with pompadour: "How do you spell Greggite, Sal?"

Sal': "G-r-e-g-g-i-t-e, 'course!"

B. S.: "Well, why ain't there two 't's' in it?"

Sal, (between vindicative chews): "Why don't you use your head a little, Jen? You don't spell parasite with two 't's,' do you?"

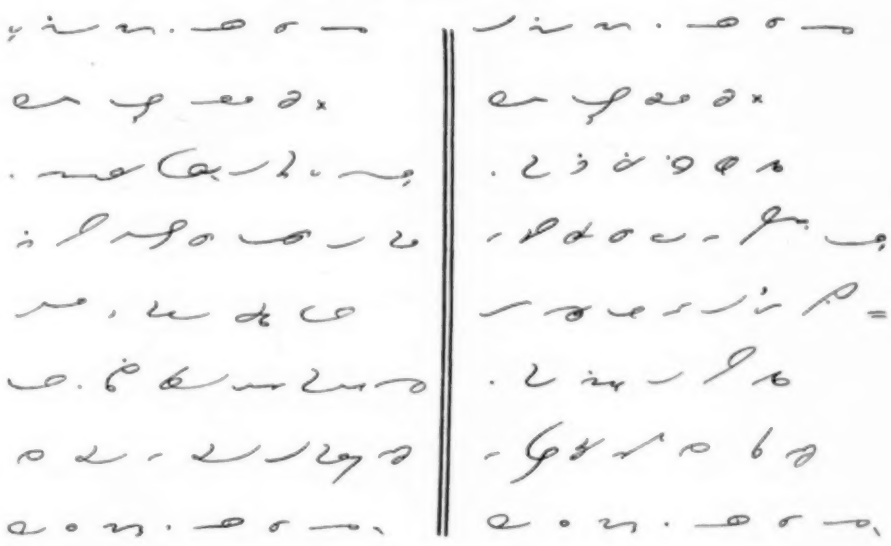
B. S.: "Oh, G'wan. Greggite comes from Gregg, but parasite don't come from Paris, does it?"

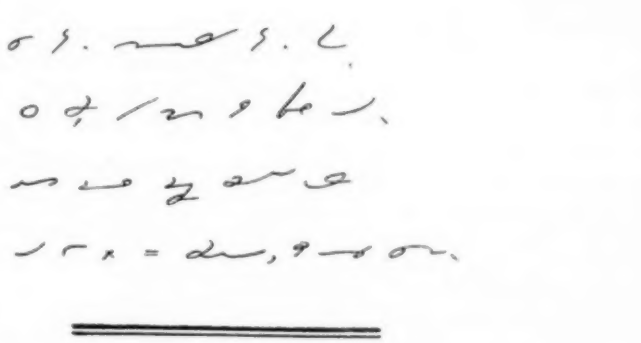
* * *

Do you read The Typewriter and Phonographic World? It may be combined with this magazine so that both may be secured for $1.25 a year. If you are not familiar with it, send for a sample copy. An advertisement of the "World" appears in another part of this magazine.

"A MILE WITH ME"

(The key to this plate will be given next month)

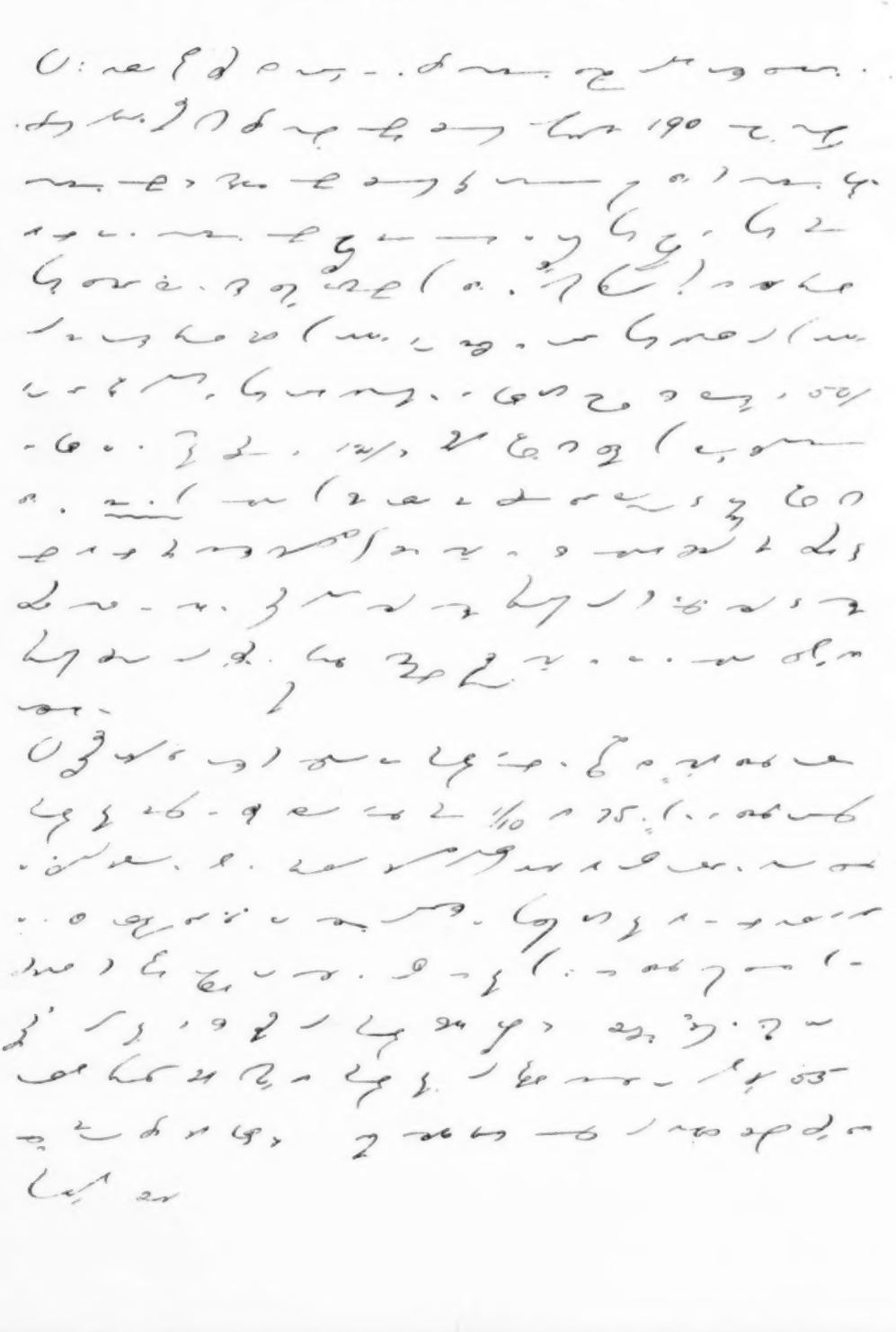




(Plate by Miss Lilian M. Belfield)

Machinery Letters

(The key to this plate will be given next month)



Convention of the Central Commercial Teachers' Association

Davenport, Iowa, June 17-20, 1908

The New Officers

President: R. H. Peck, Davenport, Iowa.

Vice-President: Miss Carrie A. Clark, Des Moines, Iowa.

Secretary O. D. Noble, Sedalia, Mo.

Treasurer: C. W. Ransom, Kansas City, Mo.

Shorthand Section

President: Mrs. Ida McL. Cutler, Dubuque, Iowa.

Vice-President: H. L. Pantell, St. Paul, Minn.

Secretary: Miss Helen Evans, Cedar Rapids, Iowa.

Business Section

President: H. C. Cummins, Cedar Falls, Iowa.

Vice-President: G. L. Kemper, Davenport, Iowa.

Secretary: Miss Carrie Vance, Waterloo, Iowa.

Executive Committee

B. F. Williams, chairman, Ina Belle Allison and C. D. McGregor.

Next Place of Meeting: Des Moines, Iowa.

IN his address as president of the association, Mr. G. E. King said that he believed we ought to have state supervision of business schools and continued:

G. E. King

I feel that I would not be doing my duty as president of this association if I did not place part of the blame for the advertising of short, easy courses in business schools upon the shoulders of the publishers of commercial textbooks. The different publishers seem to be vying with each other in an effort to see which one can publish the shortest and easiest course.

Mr. H. C. Cummins, of the Iowa State Normal School, Cedar Falls, Ia., read a scholarly paper on the training of commercial teachers, in which he urged the prospective teacher of commercial subjects to master his profession and to be thoroughly prepared for the responsibilites of it before posing as a teacher. He said:

H. C. Cummins

Commercial teachers would be far more efficient if there were included in their course of study a liberal amount of professional work. Psychology, pedagogy, the history of education and school supervision, supplemented by at least one year's practice teaching under the direction of a thoroughly competent supervisor would greatly increase their chances for a successful career.

In dealing with "The Study of Words," Mr. Carl C. Marshall said that there are four things about words and the study of words which are of prime importance. They are: first, the pronunciation, or the sign to the ear; second, the spelling, or the sign to the eye; third, the meaning; and fourth, the application. He said: "You don't know a word until you know these four things. All of our study and teaching of words must be based on the mastery of these four things."

O. P. Noble

Mr. A. T. Scovill, Sterling, Ill.; Mr. A. H. Burke, Kirksville, Mo.; Mr. C. J. Argubright, Battle Creek, Mich., and others discussed this paper.

The topic, "What Should a Business College Teach Along the Line of Modern Office Appliances?" was handled in a "round table" fashion with Mr. R. H.

Peck at the head. As Mr. Peck thought that the business college had not kept pace with the progress in business itself, and as he thought the business school people had something to learn from the manufacturers of office appliances and the publishers of commercial textbooks, he had invited representatives of various companies to address the convention. Archibald Cobb, for the Remington; W. H. Gleazen, for the Smith-Premier; C. V. Oden, for the Underwood, and J. C. Walker, for the Burroughs Adding Machine, treated the convention to very frank discussions of the subject. The typewriter men thought that the business schools are too indifferent to the progress which is being made in writing machines. They complained that the business school did not turn out enough operators of billing machines to meet the requirements of the business world.

C. W. RANSOM

A. F. Harvey read a rather lengthy paper on "The Teacher, His Qualifications, Physical, Mental, Moral." Mr. Harvey's thought was that the salvation of the private business school lies in the better preparation of business teachers. He emphasized the necessity on the part of the teacher for regarding his work seriously and for making the most of his opportunities to influence the young people for high ideals in business and for the highest standard of work.

IDA. MCL. CUTLER

Miss Mary Horner, Miss Carrie A. Clark and A. H. Burke were appointed as a committee to conduct the typewriting contest and to constitute a permanent committee to consider suggestions for changes in the rules governing the typewriting contests at future conventions.

Mr. Morton MacCormac, of Chicago, offered to donate a cup to the association to be contested for by the schools in the association. Mr. MacCormac's idea was that the cup should be awarded to the pupil who did the best work in the bookkeeping and shorthand departments and that a committee might determine the winner of the trophy by inspecting the written work of the pupils from the time they entered school until the completion of their courses, and by examination. Mr. G. W. Brown, Mr. Harvey, and B. F. Williams were appointed a committee to consider the matter and to report later. The committee suggested asking Mr. MacCormac to outline his plan in greater detail and submit it for further consideration.

HELEN EVANS

G. C. Claybaugh, Metropolitan Business College, Chicago, in his paper entitled, "What Is the Matter with our Business Course?" lamented the growth of the shorthand department and the apparent decline of interest in bookkeeping. He attributed this condition largely to the fact that the business course as generally presented is not long enough or hard enough or thorough enough, and urged greater attention to this phase of business school work.

MARY HORNER

Mrs. Josephine Turck Baker, Evanston, Ill., discussed the teaching of En-

glish from the letter-writing basis. In her paper Mrs. Baker said that the ideal letter should be grammatical, correctly punctuated, correctly spelled, free from trite expressions, brief, personal, and courteous. Each of these requirements was handled in an elaborate manner, and the speaker illustrated the common faults of letters by some excellent examples.

The typewriting contest, which was described in the June number of the magazine, was held on Friday afternoon and Saturday morning. On another page will be found some further particulars about the typewriting contest.

Mr. Harvey, Mr. Van Sant, Mrs. H. K. Isbell, H. B. Boyles, Mr. Cummins, Mr. Williams, Mr. King, Mr. Brown, G. W. Weatherly and Mr. Kelley were selected as delegates to the National Commercial Teachers' Federation meeting at Indianapolis, next Christmas, the three last named constituting a committee for selecting the others. A letter from President E. N. Miner, of the Federation, was read, urging the appointment of these delegates and suggesting the matter of joint membership in the two associations. The treasurer reported a balance of $108.06 on hand.

Shorthand Section

In the shorthand section an excellent discussion of methods for conducting large shorthand classes was given by Miss Lulu L. Ely, Sterling, Ill., in which Miss Ely emphasized the value of blackboard drill and explained her method of using the blackboard in class work. She follows the method of sending pupils to the board and having the pupils in their seats criticise incorrect outlines which are "circled" on the blackboard. Sometimes a single pupil is sent to the board and the remainder of the class work in their seats. Another manner in which she uses the blackboard is to illustrate the principles and to give review lessons. Miss Ely took occasion to emphasize the value of reading shorthand as well as writing it. Those who discussed the subject rather briefly were Mrs. Marcella Lang, Joplin, Mo.; Miss Hattie Cook, Cedar Rapids, Ia.; Miss Mary Horner, Waterloo, Ia., and Mr. O. L. Prior, Lorain, O.

LULU L. ELY

G. W. WEATHERLY

In the absence of an assigned speaker, the topic, "Time and Labor-saving Suggestions for the Busy Shorthand Teacher," was treated rather extemporaneously. Mr. Gregg, who was the principal speaker, endorsed Miss Ely's remarks about the value of the blackboard as a means of saving time and work.

Mr. W. L. Read, Chicago, was not present to read his paper entitled "Business Practice for Stenographers," but as the paper had been sent it was read by the secretary. Mr. Read advocated including in the shorthand course the teaching of handling incoming mail and papers, dictating answers to letters, copying letters on the letter-press, indexing, shipping, postal information, card indexing, letter filing, legal forms, mailing lists, form letters, familiarity with various forms, checks, drafts, invoices, statements, receipts, bank deposits, mineographing, etc., etc.

"Handling a Department in Shorthand and Typewriting Without Assistance" would have received practically no discussion had not Mr. Cobb volun-

tcered to explain the methods he employed when he was engaged as a shorthand instructor in the Girard Institute, Philadelphia. Mr. Cobb's methods, while peculiar to his own circumstances, were more or less along the lines of those of present day teachers.

Owing to the unfortunate absence of Mrs. Isbell, who was to have discussed the topic, "Detailed Instruction for the Beginning Student in Typewriting," there was nothing in regard to typewriting on the program. A number of the experts present, including Mr. E. A. Trefzger, and Mr. H. O. Blaisdell, however, gave some remarkable demonstrations of high speed typewriting at the close of the session and also after the final contest on Saturday morning.

R. H. Peck

Social Features

One of the most enjoyable features of the convention was the boat ride on the Mississippi river. The weather was all that could be desired and the view of the scenery magnificent. The boat took the party through the government locks at Moline and back through what is known as "The Rapids" and down the river to the Hennepin Canal. There was dancing for those who cared for it, besides appropriate refreshments and a good time for every one. The deadly camera in the hands of Mr. Gregg proved a source of considerable amusement to a large number of those on board, and some excellent views of the trip were secured.

In the evening the convention adjourned to the Outing Club where an excellent but simple dinner was served on the lawn. After dinner the convention was entertained by Mrs. Helen Brown-Read, the talented daughter of G. W. Brown, who sang a number of beautiful songs. Miss Margaret Widenham played several piano solos. The main feature of the evening, however, was the address of Mr. Arthur F. Sheldon, of the Sheldon School of Salesmanship, on "Psychology Applied to Business." Although the evening was uncomfortably warm and the out-of-door attractions were many, Mr. Sheldon held the interest of his audience to a remarkable degree and upon the conclusion of his remarks received a wonderful demonstration of applause. He gave a dramatic and clear analysis of the process of education, which he called "man building," and argued for a full-rounded education rather than a partial education.

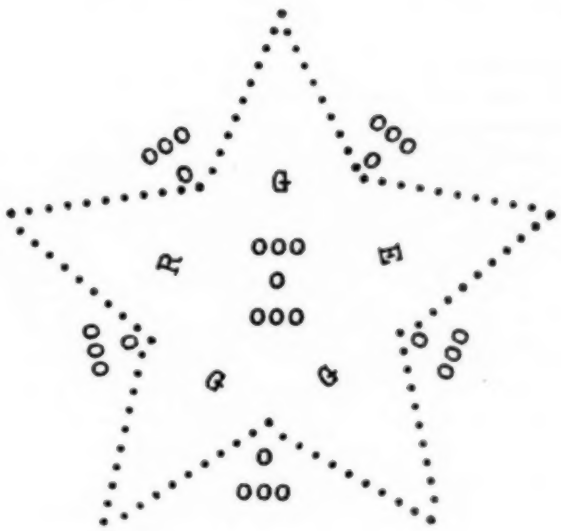
Another one of the social features of the convention was the reception and dance tendered to the convention by the pupil's of Brown's Davenport Business College in the Davenport Hotel. It was a very enjoyable affair in all respects. On Saturday afternoon those who had not already left Davenport enjoyed a trip to the government island in the

Mississippi river where an opportunity was afforded to inspect the government arsenal and the many other features of the island.

One of the hits of the meeting was the "score cards" which were distributed for the convenience of the members of the Association in recording the rates of speed made by the typewriting contestants. The card, a well printed four-page folder, contained space for the names of the contestants, and make of machine used, the various rates of speed attained, and the name of the school represented. On the third page a few words were given about similar contests of the past, and finally the photographs of Mr. H. O. Blaisdell, Mr. Emil Trefzger and Miss Harrington, as well as of Mr. Gus Trefzger and Miss Dammers, seated at their machines. The "score card" was distributed by the publishers of this magazine.

The 1908 meeting easily set a standard which it will be hard for subsequent meetings to approach. Mr. Peck was an ideal host, and the arrangements for the comfort of the members of the association were all that could be desired.

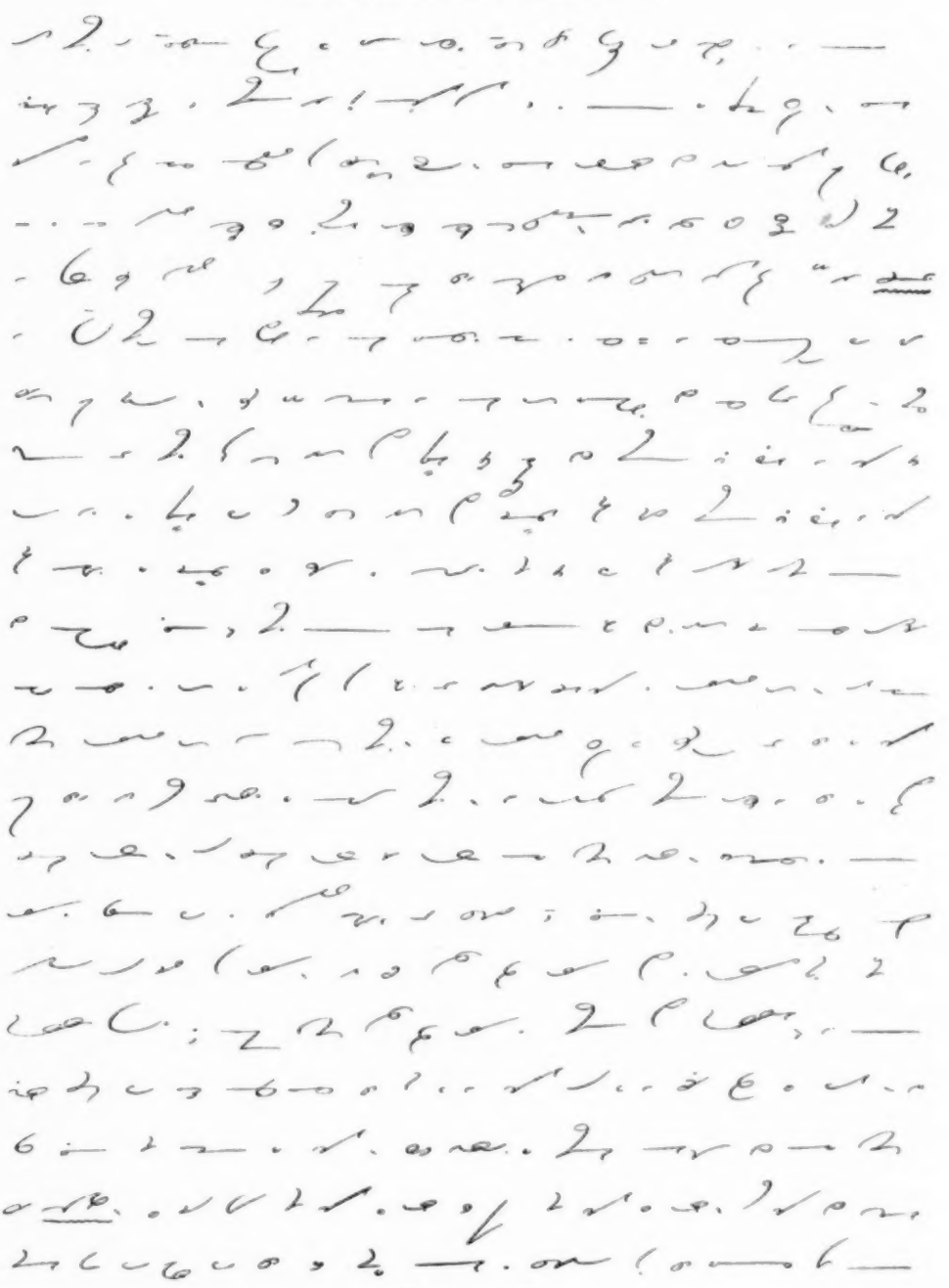
Another Typewritten Design



This month our specimen of artistic typewriting comes from Miss Ethel Gordon, Decatur, Illinois, a graduate of Brown's Business College of that city. Miss Gordon is employed in a responsible capacity by the county clerk of Macon County, of which Decatur is the county seat.

Thoughts on Advertising

(The key to this plate will be given next month)



(To be continued)

For the Learner

By Pearl A. Power, 779 E. 49th St., Chicago, to whom all communications for this department should be addressed

A Recent Reporting Experience

ON the second, third and fourth of April, I had the pleasure of reporting, at Indinapolis, one of the most interesting conventions I have ever attended. It was the annual meeting of the Northern Indiana Teachers' Association, an educational body of more than thirty-three hundred teachers of public and high schools in the northern part of the state, there being an attendance of from two to three thousand at the federated sessions.

Among the speakers of particular interest were Dr. Charles W. Eliot, President of Harvard University; Dr. Andrew F. West, Dean of Princeton; Charles S. Chapin, President of the State Normal School, Providence, R. I.; Richard Burton, Professor of Literature, University of Minnesota, and Dr. Frank W. Gunsaulus, of Chicago.

From a reporting standpoint particularly, this list presents a variety of types of public speakers. Dr. Eliot is an ideal speaker to report. He possesses a gift of pleasing voice and perfect enunciation which are a boon to the reporter, while the simplicity of his style is remarkable. His language is confined to simple words without the elaboration of references or figures of speech. This simplicity and the regularity of his speaking are reflected in the smooth, regular notes which such a speaker enables the reporter to write. Though a comparatively slow speaker, Dr. Eliot, like all speakers, increases at times to a much higher rate. but without exceeding the 150 limit. He never pauses for want of a word or a phrase and the continuity of his thought is seldom, if ever, interrupted.

Since education is such a vital and necessary asset in the commercial field, his address—"The Elements of a Liberal Education," contained much of especial interest and value to the commercial student and teacher as well as to the class whom he particularly addressed. He said:

> We are in the habit of thinking that the education of a youth has ceased when he leaves the grammar school at fourteen, or the high school at eighteen, or the college at twenty-two. We speak of it as the end of education. It is only the **beginning**. Most people are chiefly educated by their after lives. The continuous education, the education that runs through all life and never ceases, is the goal of all education. It may be gained through any kind of faithful, humble, intelligent labor. It may be gained by the experience of life, no matter how humble the beginning. . . . . Liberal education means **freedom**; it is a state of mind—nothing else; just a state of mind.

He dwelt emphatically on the idea that liberal education means the prescription of no particular study whatever, "neither are the effects of a liberal education the acquisition of any special skill, manual or other," and that through industrial training and the training of after life a man may win liberal education—a fact too often overlooked or misunderstood by the young man or young woman starting out upon a career in the business world, or along any line of work.

It is unnecessary to quote profusely from the address, as it has been thought worthy of publication in these pages as plate matter and therefore we submit it in that form, beginning with this issue.

Dean West spoke in the morning on "The Tutorial System in Secondary Education" and in the afternoon on the

"Co-ordination of High School and College." His remarks in the afternoon were difficult to report as he was pressed for time and was compelled to think quickly and speak rapidly, and while speaking frequently walked back and forth across the platform, so that at times it was impossible to hear what he said. His remarks were not as consecutive in thought or as eloquent as in the morning and consequently his delivery was not so smooth and regular or so pleasing to report. His address in the forenoon was very distinctly rendered and, although he used literary and other references and is a much more rapid speaker than Dr. Eliot, he was also an interesting speaker to report.

If all public speakers possessed the rich depth of voice and the distinct enunciation of Mr. Chapin, what a relief it would be to the audience as well as to the reporter! In his address "The Work and the Worker" Mr. Chapin used many historical and literary references which the reporter would have to look up to verify unless he happened to be very well read. Among the more familiar names were these: Gradgrind, Chesterton, Savanarola, Florentines, Darwin and Pestalozzi—who said: "It is all right for one's children to learn something, but the really important thing is for them to *be* something—for them to become what they are meant to be and in becoming which they so often have no guidance or help at home."

Mr. Chapin's address was one of the most forceful and comprehensive that I have ever heard. The following extracts illustrate his style and wide vocabulary, and I am glad to quote these remarks because also of their truth and beauty:

The critic Chesterton says that Savanarola thundered not so much against the irreligion, the lust and the crimes of the Florentines, as against "that deadliest of all sins, that underlay all the rest, the sin of self-satisfaction." And this is the besetting sin of the teacher—the sin against growth. Having caught the knack of teaching, the teacher, especially in the lower grades, may do business on a very slender intellectual capital. From this same taproot of self-satisfaction springs that intense individualism that marks our so-called profession. From the warring philosophies of the kindergarten to the conduct of a university we agree on nothing. There is a conservatism and individualism that compels respect, because it is the seasoned fruit of ripe experience and serious thinking. I speak of that dogmatic and impenetrable conservatism that hangs back in the traces for mere blind inertia. There are too many eyes that will not see, too many ears that will not hear. . . . .

The other great temptation of the teacher's life lies in the monotony of her work, and in the natural ills that unresisted monotony always breeds. This, however, is not peculiar to us, but is the penalty of all adult life. It is what Mr. Crowthers would call "the ignominy of the grown-up." Every profession, every class, every condition, must feel sooner or later the deadly paralysis of doing every day the same old task in the same old way. The common fate of us all is disillusionment, the fading of early ideals, loss of interest, the decay of generous enthusiasm. Now, the antidote to these insidious temptations of the profession is sure, safe and easy, and I bring it to you today, as I take it for myself, not so much as a duty, as a privilege. This is the set, studied, cultivation of the right view of our work, and of ourselves, the workers. He who does not find the joy of life in his every day work, finds it nowhere, and, as Stevenson says, "to miss the joy is to miss all."

Mr. Gunsaulus, of Chicago, is perhaps better known as an orator and public lecturer than any of the gentlemen just quoted. Those who have heard Mr. Gunsaulus know that the reporter may expect to hear any word in Webster's, the classical, technical, or any other dictionary in existence, from Mr. Gunsaulus' lips. One never knows what to expect from him. His range of references has no limit. A few of the proper names which I was obliged to write in a hurry are: Wittmar, Stuttgart, Newcastle-on-Tyne, Waldenses, Charlemagne, and Lutzen. These are simple references compared with some that he delights in making. The only trouble I find in reporting Mr. Gunsaulus (on such a subject) is that when he becomes so enthusiastic and so intensely

interesting, I almost forget to report him in my desire to catch his thought and keep it in my mind. His address was entitled: "The Next Step in Higher Education," and the following is a characteristic extract:

It is not what you put into a student, but **what you bring out** that makes him a really great character, a noble personality, and an American citizen. I know teachers who are born and bred in America, who know nothing about the un-American way in which they teach. There is a poor, timid, little creature at your mercy and you—great, strong, husky, big-voiced dominant spirit—you tell him that two and two are four, and the poor, quivering soul looks up to you and if any human being on earth has a right to doubt, and to believe that it is eight instead of four, that is the child there! Now, that is an un-American way to tell him. You can never train an American child, in the American way to American results, until you get the consent of the governed! . . . . Nobody tried that I know of, to get anything **out** of me, but oh, what a time I had with the teachers who were determined to cram everything **into** me! etc.

Symbolism, metaphysics, Samaritan, somnolence, further illustrate the style of words used in Mr. Gunsaulus' remarks.

Mr. Burton is one of the most difficult type of speakers to report. He speaks spasmodically with pauses here and there and very rapid spurts of speech between the pauses. He has what one would call a thin voice but his words are distinctly uttered. In concluding his address to the convention, he said:

"I should like to see over the lintel of every institution of learning, every school, every college, from the grammar to the post-graduate work, just that motto: 'Not facts but ideals.'"

Ample practice was afforded in the writing of proper names and unfamiliar words and references in connection with the study of the English language, as may be seen by examining the extracts quoted. Every proper name, however, I succeeded in writing in shorthand. If it was unfamiliar to me, I wrote whatever it sounded like to me and then looked it up. Most of these names were written in full, like Chesterton, Samaritan, Waldenses, etc., but some of them might easily have been shortened in accordance with the abbreviating principle. I find a tendency, personally, to write long words in full, especially proper names and unfamiliar words, which I noticed afterwards might have easily been written more briefly according to principle.

Experience in reporting such a convention as this, proves that the writing of proper names in shorthand is splendid practice, and is absolutely essential in actual work. It is often possible that a remote or foreign reference may be used which it is impossible to locate without the aid of the speaker who uttered it, in which case it is, of course, necessary to consult him in the matter. Such instances are very infrequent, however.

Correspondence

The writer is a commercial stenographer, using the Gregg system, but while I have always found myself perfectly capable of ordinary work, I have never been able to develop any high speed. I am a subscriber to the Writer and read all the plates with ease; I never have any difficulty with this, or reading my own notes, and am seldom at a loss for an outline. I have reviewed my text-book several times, and have a copy of the new book on Speed Practice from which I take considerable dictation of evenings, but still the speed won't come.

I am enclosing a specimen of notes taken at about the rate of 120 words per minute and while some of the outlines are not exactly right, they are written without hesitation and read easily.

My ambition is toward a high speed, perhaps the reporter's chair, and I realize that this can only come as the result of hard systematic study. I am willing to work, and hard, to attain the desired end, and I would greatly appreciate it if you would tell me just what to do and how to do it.

If you will be so good as to map out for me some method of study, practice, etc., I shall indeed be sincerely grateful.

Thanking you, I am

Yours very sincerely,

J. W. K.,

To be frank with you, we do not understand how you are ever able to read your notes, or how you can possibly acquire speed under present diffi-

culties. Your trouble lies entirely in *execution*—not in theory. A course in penmanship is the most necessary thing, in your case. We can almost see the position of your hand and pencil in writing. There is too much of the vertical and none of the freedom that is so natural to Spencerian penmanship, or the movement upon which this system of shorthand is based. Simplicity seems to be the most difficult of acquisitions to some people. This is as true in the writing of shorthand as it is in the manner of one's living. Teachers often have more difficulty trying to teach pupils to do things in the simplest and easiest way, than they have in training them to high speed.

We would offset the apparent severity of our criticism by saying that your notes may be revolutionized, so to speak, by a certain kind of practice, if you are willing to begin all over again—for it would be practically that.

We enclose, with the returned specimen, a copy of the letter, written in correct shorthand. If you will kindly practice this for about an hour, copying every outline from our corrected form, and will then submit us a clean copy, we venture to say that you will, even after this short practice, be encouraged by the results. There is hardly anything so effective in acquiring a good style as careful copying of perfect shorthand. Every stenographer has a natural style of writing which becomes fixed, and which will deteriorate rather than improve, after he has had professional experience, unless he occasionally reverts to his textbook and forces himself to do careful copying of the author's style. We believe that if you will place before you Mr. Gregg's style of shorthand—the textbook—and will assiduously practice to emulate that style, to write notes of like size, slant, proportion and even of comparative artistic quality, you will find yourself acquiring the habit of emulation, much to your encouragement and success.

In making your careful copies, the following points are to be observed: size of notes; phrasing; size of circles; proportion of consonants, especially S, P and B; and above all, special attention to slant and freedom in writing. The writer who possesses a cramped style will never be able to appreciate the facility and beauty of Gregg Shorthand.

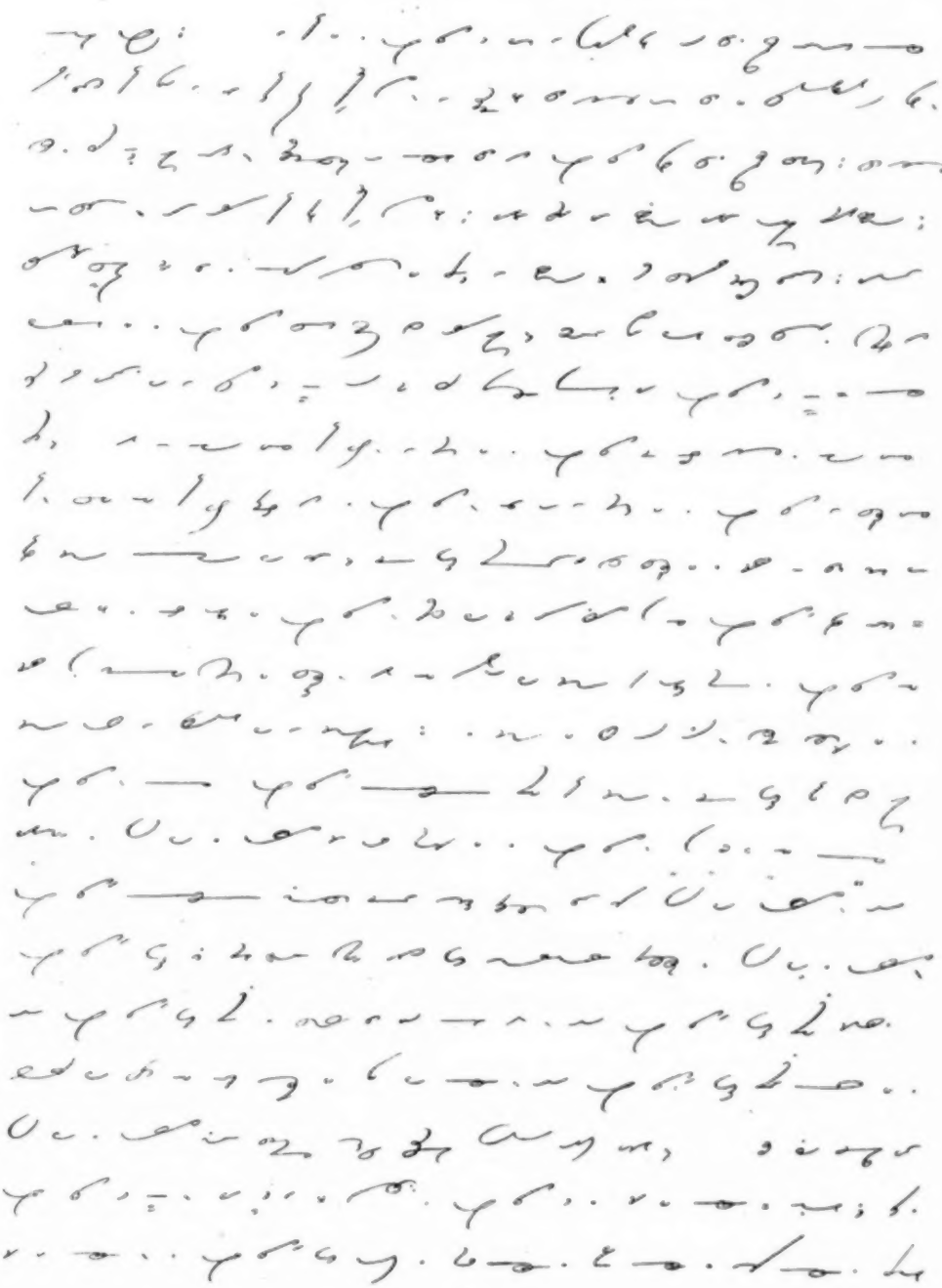
In conclusion, we would like to add a word with reference to the writing of certain abbreviations in longhand. We note in this specimen the words: Peterson & Ewing; St. Louis; M. K. & T. It is just as easy, in fact, it is easier, to write "P and E" in shorthand—P-Ent-E (separately)—to write St-l-oo instead of "St. L." in longhand, which comprises about three times the number of strokes; and to write M-K-T joined, as to write the longhand letters. "Bonham, Texas," should likewise be expressed in shorthand; the former in full and the latter with the abbreviation, T-x. In writing "Peterson & Ewing" it might be well to write these words in full in shorthand, or even in longhand the first time, if the firm or the parties are unfamiliar, but after that the shorthand abbreviation—whatever you adopt—should be resorted to.

* * *

Requisites for a strong character: Bold design, constant practice, frequent mistakes. —*Hubbard.*

The Elements of a Liberal Education

(The key to this plate will be given next month)



(To be continued)

The Gregg Writer

A Monthly Magazine Devoted to Shorthand Typewriting and Commercial Education

EDITED BY JOHN ROBERT GREGG

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Straight Talk about Shorthand Systems

FROM an article under the above title in "The Budget," published by the Sadler-Rowe Company, we clip the following very sensible remarks:

The claims made by the advocates of various Pitmanic systems of shorthand for the superiority of that system over any and all systems are sometimes laughable, sometimes ridiculous, sometimes unfounded, and always fallacious. Making due allowance for the prejudice which seems to be inseparable from a consideration of shorthand systems, the assertions so freely made and frequently backed up by seemingly good evidence, when submitted to the test of careful investigation and analysis by those whose visions are unclouded, are found to be full of unsound conclusions which will not survive impartial investigation.

Ridiculous

One of the strong claims set forth is that of antiquity, i. e., because the Pitman system was devised a long time ago and has been continuously used ever since, therefore it is the best system. The fallacy of this reasoning is exposed when it is learned that the original Pitman system no longer exists, and that to make up its deficiencies scores of writers, such as Graham, Munson, Isaac Pitman, Benn Pitman and all the others, have found it necessary to issue the various text-books which are now, and have been from time to time, put forth as improvements and perfections of that system of shorthand writing.

To assert that because of its antiquity it is the best system is equivalent to asserting that no improvements have or could be made in any of the arts or sciences through the lapse of time.

Laughable

Another claim is that it is used by more writers than any other system. That is perhaps true in so far as it relates to England and the United States. But a simple reason is found in the fact that this system was originally prepared for the English language, and as this is an English-speaking country, it is but natural that it should be the first system used on this side of the water. And while it may be true that the Pitmanic systems are used by more of the notable writers of the country in court, and especially in legislative work, it proves nothing more than that sufficient time has elapsed to develop these great writers through years of experience and practice, and proves nothing whatever in regard to the superiority of the system itself over other systems.

It is well known that through a long period of years following the publication of a few of the leading old-time texts no improvement or progress worthy of note was made. Such improvements as have been made were necessary for the Pitmanic systems to continue to exist. They have all been made in recent years, since

competition came into the field from other systems.

Unfounded

A third claim that has been made particularly prominent recently is that the large majority of shorthand writers holding government positions in Washingington are Pitman writers, just as though a government position in Washington is more difficult to fill than any ordinary stenographic position. It is said that the official stenographers of Congress are all Pitmanic writers; but this fact loses significance when it is known that it has been the rule for many years to employ only those who wrote the same system of shorthand as the older reporters, who happened to be Pitman writers. Had the early Congressional reporters been Gregg writers, or Sloan-Duployan, or New Rapid writers, it is altogether likely that the Congressional staff would today have been made up of writers of Gregg, Sloan-Duployan or New Rapid shorthand.

Frederick Irland, one of the official Congressional reporters, in an address delivered in Boston some time ago, had the temerity to assert in substance that all systems other than Pitmanic were "get-rich-quick" systems, and that they had no serious part in the world's work. Such statements are prejudiced and discreditable to those who make them.

We don't mean to say that all non-Pitmanic systems are good, and we admit much has been said for some of them that could not be squared with the truth. A number of systems, both Pitmanic and non-Pitmanic, have certainly distinct advantages over other systems. There are some Pitmanic systems that are better than other Pitmanic systems. There are some non-Pitmanic systems that are decidedly superior to others.

The New Volume

WITHIN a few months the first number of Vol. XI of this magazine will make its appearance. Already plans are being made and ideas perfected which will make Vol. XI far superior to any other volume of the magazine which has ever been issued. In the August number we hope to make definite announcements of the leading features of the new volume. At the present time we can only suggest in a general way some of the more striking improvements which we have in mind for the new year.

Perhaps the most important is the number of pages, which will be increased to sixty-four, thus making the Gregg Writer not only the best but also the largest publication of its kind in existence.

Mechanically the high standard of paper and press work which has been reached in Vol. X will be maintained in Vol. XI. As usual, a large number of attractive cuts and shorthand plates will be used.

A number of new departments are planned, among them a Civil Service department and possibly a Spanish department, as well as a department of suggestions for the use of office appliances and labor-saving devices. We also intend to give special attention to penmanship lessons and drills in the new volume. The Reporter's Department and the Learner's Department will be continued as before and will be improved materially. There will be a number of excellent specimens of typewriting given, as well as opportunities to enter interesting contests of various kinds.

The present subscription price will, of course, be retained, although the improvements which are contemplated

will make the publication of the magazine a much more expensive matter than formerly. We sincerely trust that every student of shorthand and every teacher, as well as every stenographer and reporter, will make it a point to subscribe to and read the Gregg Writer from month to month. Indeed, it is only through the co-operation of our friends that the publication of a larger and better Gregg Writer will be possible.

Echoes from the Speed Contest

IN the last issue we printed a criticism of the recent shorthand speed contest by the Student's Journal (organ of the Graham system) in which it was pointed out that if the words "question and answer," which were not written, were omitted, the total speed would be 188 words a minute; and we said that it did not seem fair to Mr. Godfrey that he should be required to write on "testimony" against court reporters when he had no experience with that kind of work.

In the June issue of the Typewriter and Phonographic World expression is given to the same idea by one of the judges, Mr. J. N. Kimball, who says:

I will say frankly, however, that I do not believe in testimony as a speed test for an all-around competition. Those who are familiar with that kind of work can "juggle" it to a great extent. Where, for instance, the answer is an exact repetition of the question, there is hardly a court reporter who does not have a way of indicating that fact without writing the words themselves—while those who are engaged in other lines of stenographic work, although they may be just as rapid writers, do not have the advantage thus conveyed to those who are familiar with Q. and A. work.

There is also an article printed from Pitman's Journal which says:

It is felt that in the case of the Miner Medal, which Mr. Godfrey had won on two previous occasions, there was a rather too manifest desire to prevent the English holder from taking it away from America. The point of the criticism was summed up in the remark of one of the critics that it appeared Mr. Godfrey had been "jockeyed out of it." But it is not entirely on this ground that the unfavorable comment has been expressed, but on the broader ground that the selection of the test pieces for the higher rates of speed practically converted what should have been a contest in shorthand writing into one for court reporters who need not necessarily write drown all that is dictated, and yet get credit for running up a high speed in shorthand. . . . . While appreciating the able manner in which the contests were actually conducted, Mr. Godfrey frankly admitted that in other respects he thought "they had made up their minds to keep the medal in America," and had agreed previous to the contest to allow Mr. Marshall to compete, though not strictly qualified to do so. . . . . The whole of the other contestants were court reporters, and although they openly acknowledged that the 200 word piece of straightforward matter, all of which must be written down, was too hard for them, yet when it came to the 260 word test, and one of them demanded and the others supported that the piece should be court testimony, and the committee without hesitation assented, a contestant sitting by his side who had found the 200 word piece too hard, admitted that the court testimony at 260 words was "a b c" to him.

Then in another place in the same magazine Mr. Isaac S. Dement says:

A record is usually considered broken when a better one is made **under the same conditions.** In the Lake George contest the "Q's" and "A's" were **neither read nor counted.** In this contest the "Q's" and "A's" **were read** and **were counted.**

In ordinary testimony the "Q's" and "A's" will amount to about ten per cent. of the words. If we add ten per cent. to the Lake George record we have a speed of a little over 275 words per minute for five minutes. If we deduct ten per cent. from this last record we have a speed of a little over 228 words per minute for five minutes.

Evidently a whole lot of people are dissatisfied about something. In the effort to establish a "record" the easiest possible kind of "testimony" was used, consisting for the most part of monosyllables and containing numerous repetitions of words and phrases—all of which was welcomed by those who having for years been court reporters, have—as Mr. Kimball has said—all sorts of expedients for dealing with such matter. But that is not the kind of a contest that demonstrates the capabilities of either the system or the writer on matter of average difficulty. It is of no more real value than the sentence

"Now is the time for all good men to come to the aid of the party" was in establishing typewriting records some years ago.

In the article in Pitman's Journal this illuminating passage occurs:

> In one case the question should have been, "Whether or not that door was open or shut"; curiously, several of the contestants transcribed this, "Do you know whether or not that door was open or shut"? The superfluous words were not counted or penalized.

Yes indeed, "curiously." It is not so curious, however, when you think about it. Here were a number of expert reporters taking testimony, for a few minutes only, at a supposedly high rate of speed and, it is needless to say, they were making use of all the little time-saving devices peculiar to the reporting profession. Consequently when they came in their notes to the expression, "whether or not that door was open or shut" they jumped at the conclusion that they had "written" the expression "do you know" by omitting it, or, to put it another way, they thought the phrase "do you know" had been dictated and that they had "expressed" it by leaving it out! Is further comment necessary?

Brevities

An artistic commencement program recently received from the Utica School of Commerce, Utica, N. Y., contains the names of thirty-nine students graduating from the commercial department and forty-three from the shorthand departmen of that flourishing school. President T. J. Risinger is to be congratulated on such a well-proportioned class, as well as on the high standard of scholarship and achievement which his school continues to maintain.

* * *

Mr. E. L. Allen, the well-liked instructor of commercial subjects in the Moline High School, Moline, Ill., was married on June 27th to Miss Genevieve Munroe of Springport, Mich. The best wishes and congratulations of all Greggites go out to Mr. Allen and his bride.

* * *

Mr. E. J. Losie, who has been in charge of the commercial department of the University Preparatory School, Tonkawa, Okla., was united in marriage to Miss Ethel May Wood on June 9th. They will be at home after June 30th at Big Rapids, Mich., Mr. Losie having contracted to teach next year at Ferris Institute.

* * *

We are a little late in announcing the marriage of Miss Josephine E. Frazee to Mr. William E. Jewell which took place at Goldfield, Nev., on March 31st, but sincere wishes for happiness and prosperity do not grow stale with keeping. Miss Frazee was one of the most popular and successful of our younger teachers, and we hope to hear from her from time to time even though she has been lured away into broader fields of endeavor.

* * *

We frequently receive complaints that subscribers do not receive their copies of the magazine. Almost invariably we find that in such cases the subscriber has failed to notify us of a change of address. It is, of course, of the utmost importance that subscribers notify us promptly when they change their addresses, as we can not be held responsible for your failure to receive the magazine if your address is not correctly entered on our list.

Artistic Shorthand Competition

AS announced in the June number of the Gregg Writer, we present this month photographic cuts of Mr. E. H. Hobbs and Mr. J. A. Williams, winners

E. H. HOBBS

of the third and fourth prizes, respectively, in the Artistic Shorthand Competition. We also present reproductions of one of the plates of each of these gentlemen, thus completing the series of prize winning specimens.

Since the publication of the June number we have received a very creditable specimen for entry in the contest from Mr. W. H. Horn, Tearoha, Auckland, New Zealand. Mr. Horn also submitted his version of the "Rough Draft" which appeared in the magazine sometime ago, and explained that his entries came rather late because it took so long to get the magazine to him.

Just as we go to press another "Rough Draft" comes to hand from Mr. F. H. Young, whose letter bears this interesting heading: "The Government of the Moro Province, Office of the Governor, District of Sulu, Jolo Jolo, P. I."

We also note that last month in giving a list of the creditable plates received in the Artistic Shorthand Competition we neglected to include the name of Miss E. H. Paradis, a pupil in the Woonsocket Commercial School, Woonsocket, Rhode Island, which is managed so successfully by Mr. F. W. and Mr. A. J. Park. Miss Paradis submitted an excellent plate.

This contest has stimulated our readers to send in plates of shorthand for publication in these columns and we are therefore looking forward to the reproduction from time to time of a number of excellent plates from the pens of our

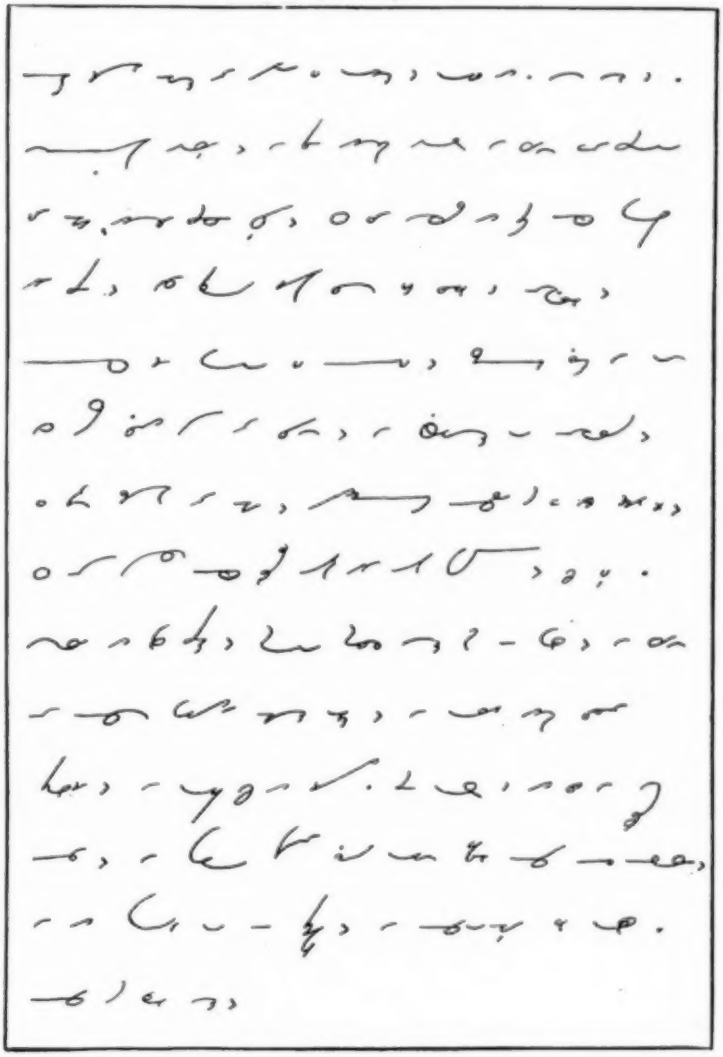
J. A. WILLIAMS

young writers. We have in reserve a specimen of shorthand in the form of one plate in four languages: Spanish, French, English and Italian. We also have an excellent plate in Norwegian.

One of the Third Prize Plates

By Mr. E. H. Hobbs

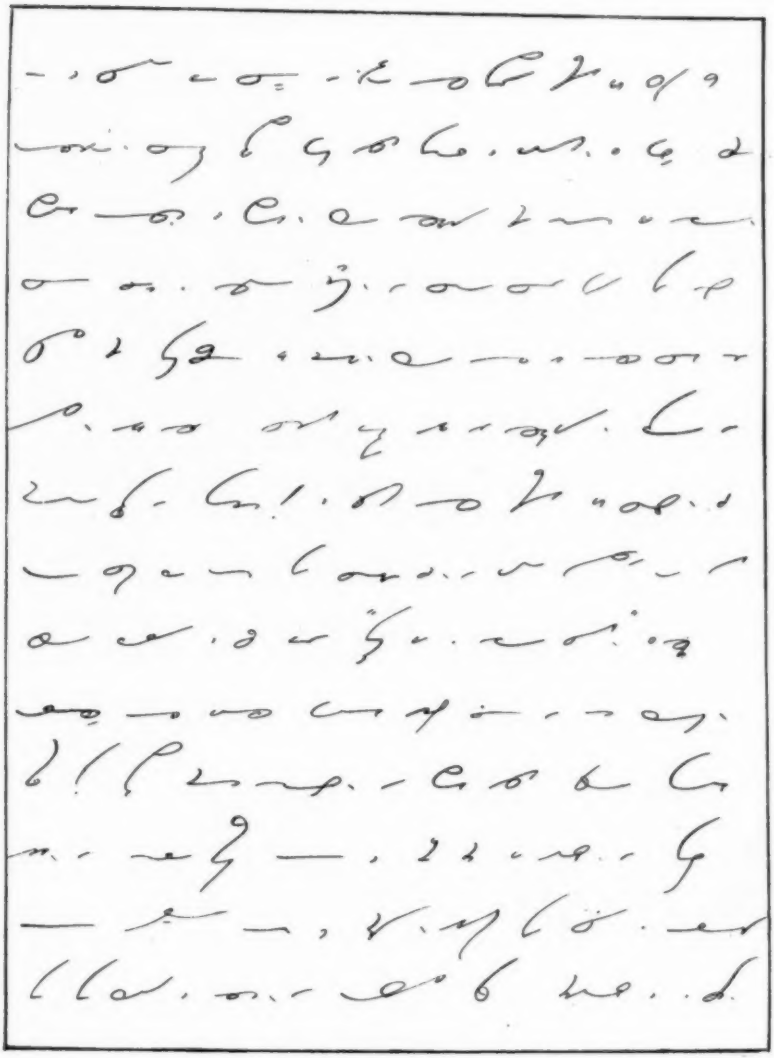
(For key see Gregg Writer for February, Page 196)



One of the Fourth Prize Plates

By Mr. J. A. Williams

[For key see Gregg Writer for February, Page 195)



For the Reporter

A Canadian Reporter

MR. C. E. KING, Port Arthur, Ont., writes us a very interesting letter about his experience as a reporter and schoolman. We quote from it as follows, and reproduce Mr. King's likeness herewith:

I studied Gregg Shorthand for one month and then, having acquired the theory and being a school teacher of some years' standing, I was asked to take charge of a small business college with classes in the general commercial and stenographic branches. My assistant had a better knowledge of shorthand than I, and as I had little time for practice I relied upon him in case any difficulty should arise in that part of the work. At the end of the year, however, my blackboard practice in writing shorthand and my grip on the principles had made me proficient enough to report cases in court in the absence of a reporter. Since that time I have been the Official Reporter for this district (District Court of the Judicial District of Thunder Bay, Ont.), in addition to supervising my commercial and stenographic classes.

C. E. KING

I had written cases in court for about a year before I essayed verbatim reporting of public speeches, compared with which the questions and answers and deliberate charges of the court are generally easy writing. My first effort in verbatim work of a strenuous nature was in reporting a speech by Sir Wilfrid Laurier, and having been congratulated on not missing a word by the editor for whom I wrote, I have never felt afraid of a speaker since.

I have reported Hon. R. L. Borden, Leader of the Opposition in the Canadian Commons, and Hon. A. G. McKay, Leader of the Opposition in the Province of Ontario, and a host of other public men who have come this way. My last verbatim writing was a speech of an hour and fifteen minutes by the local Member of Parliament.

Lawyers say little to reporters when the transcripts are correctly done and I have enjoyed little praise and less blame, but have written the evidence, made the transcripts, and drawn my check for about four years. When the last word of my latest case in court was written in shorthand, I was handed the addresses by the counsel on either side, asked to make the transcript, sign and mail it to the High Court. I did so feeling that Gregg Shorthand must probably suit them as well as it suited me.

How To Become a Shorthand Reporter—Continued

By Frank Rutherford.

Learn to write anywhere—on a table, on a desk, on your knee. The reporter is at times called upon to write with poor ink, or with a hard lead pencil on bad paper. He may be required to take notes in total darkness, standing or seated in a moving vehicle, in a crowd, on any kind of paper, with and without lines. He must become accustomed to these contingencies, and take them as a matter of course. His shorthand must be so well mastered that the means of applying it anywhere, under all circumstances, must be a secondary consideration. We heard of a recent important case where a large part of the most convincing and important evidence was taken by a reporter behind a curtain in

the dark. Learn to write shorthand with ease and facility under disadvantageous circumstances and be sure to read what you have written.

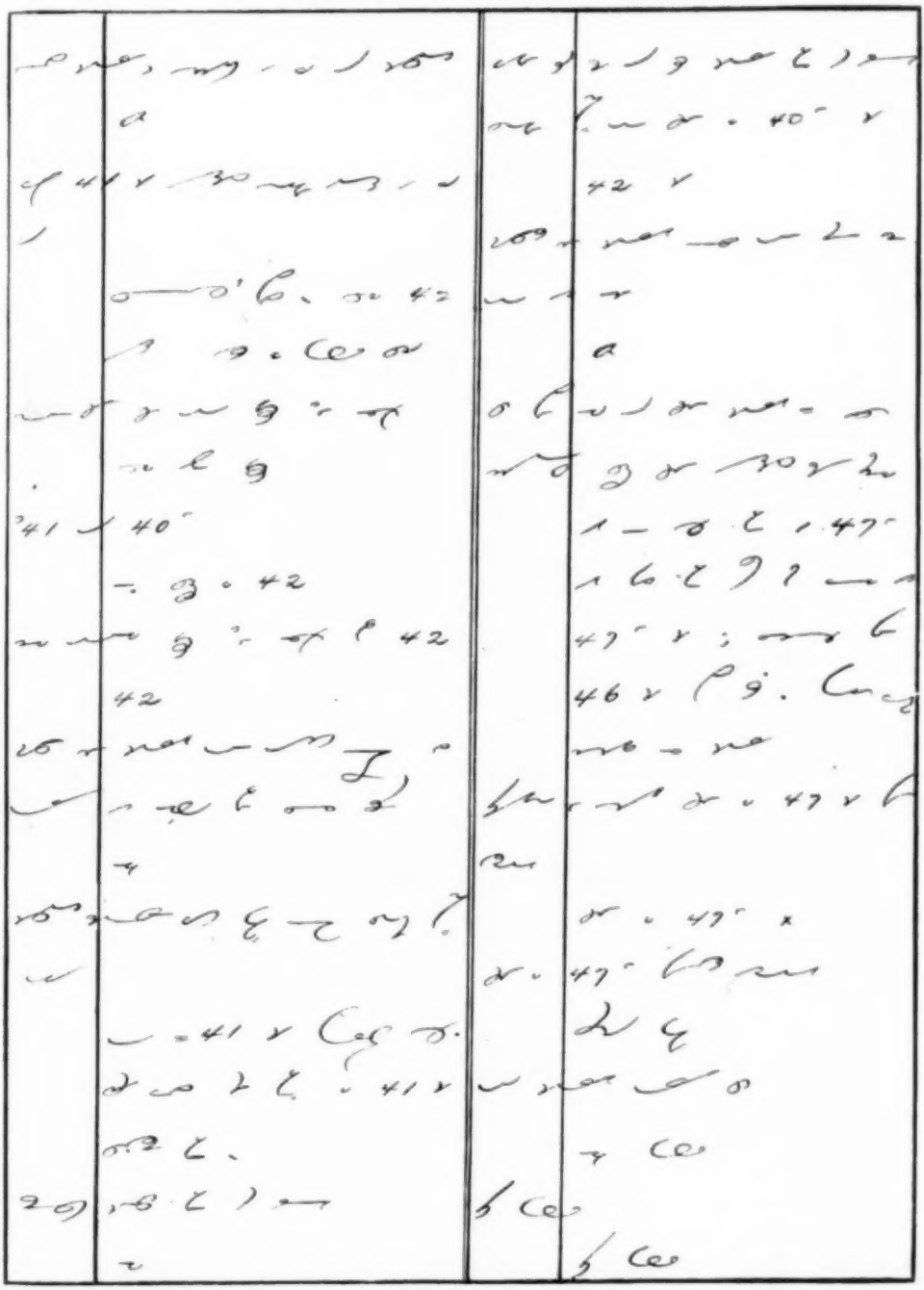
Mr. F. H. Hemperley, of Philadelphia, wrote some time ago: "The best way to learn to report in shorthand is to begin to report at the beginning—that is, to write from dictation from the first lesson. It is like learning to walk; stand up and take one step, then another, until you get the needed strength and grace." Assuming, as the late Mr. Fred Pitman wrote, that the pupil possesses "accuracy of form; a good smooth method of writing; facility in reading notes; the ability to transcribe notes neatly, quickly and with scrupulous fidelity; the capacity, when pressed beyond one's pace, to catch the sense and record it, at the possible risk of losing a few words or possibly some fine phrases—these and many other attainments ought to advance abreast." He then recommended the writing of one sentence repeatedly, so as "to teach the hand how to move along." This advice is also given by Mr. Andrew J. Graham, the author of "Graham's Shorthand." Write the same sentence until you can write it fluently, and, as Mr. R. R. Hitt, another famous reporter, said, "leaving speed to come when it will."

We would like to quote here some extracts from a very interesting article by Miss Mary N. Evans, official stenographer of Sandusky, Ohio, which appeared in the "Phonographic World" in June, 1891.

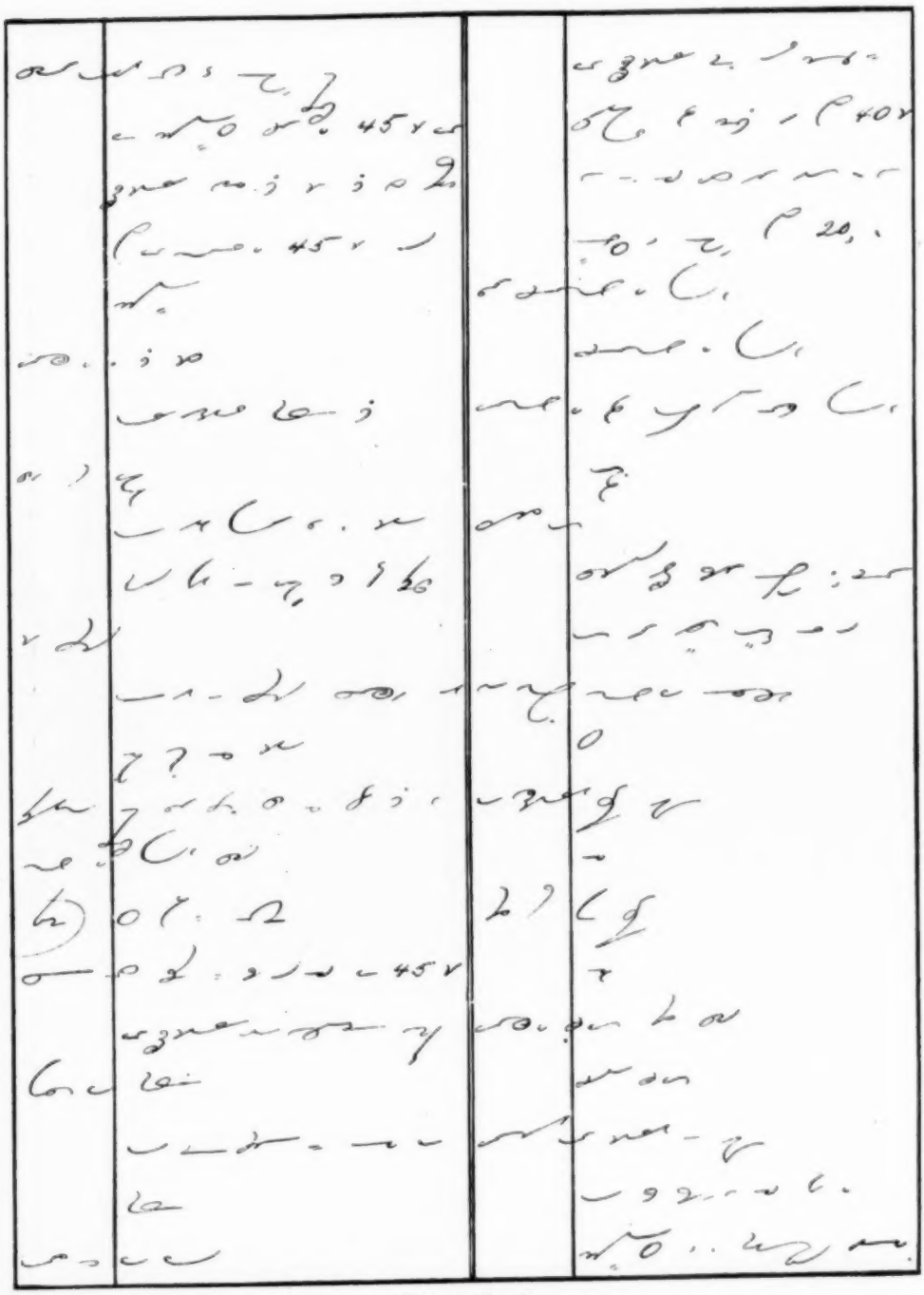
"My own habit has been, and my advice to my pupils, is this: begin with a single sentence only. Write it over six times, numbering each, and if there should be any outlines in it which seem especially difficult, cover a page or so of the paper with each of these until they are mastered sufficiently to be written as readily as the rest of the sentence. Then take up the second sentence in the article in the same way. Now go back to the beginning, writing both sentences six times over, finishing up with writing the second six times additionally. Then take up the third sentence, write it six times, and afterwards write all three six times, finishing as before with writing the last six times more than the others. (It will be understood that this sort of practice is done from memory and without a reader; of course it is necessary to glance at the book occasionally, but in repeating the sentences so many times the mind soon retains them.) It will be a pleasant diversion for the student to count the words in each sentence and time himself at the close of the sixth time of writing. He will find that he can gain speed quite perceptibly, and by this means the long continued practice on a single article becomes, instead of a tedious and never-ending drudgery, a delightful and fascinating race which the enthusiastic and earnest student will be loth to relinquish even after several hours of practice; and though it takes a long time to finish an article in this way, yet there is inspiration instead of discouragement in it, as the student can note constant and most decided progress in his speed from day to day. It is also a wonderful drill to the memory; a well drilled memory, I need scarcely say, is a *sine qua non* to the successful reporter. Another advantage is that it enables the student to utilize in helpful shorthand practice many minutes that would otherwise be lost to him from the impossibility of having someone read to him at those particular times. Of course this sort of practice may, and should, if possible, be varied by writing from some one's dictation."

Court Testimony

(The key to these plates will be given next month)



Court Testimony—Continued



(To be continued)

C. C. T. A. Typewriting Contest

WE take pleasure in reproducing herewith the photograph of the Brown Trophy" which was won by Miss Cornelia H. Dammers in the Student Typewriting Contest held at Davenport, Ia., June 20th, under the auspices of the Central Commercial Teachers' Association, as described in the June Gregg Writer. We are also glad to be able to show a group photograph of the five contestants in the final contest, these five having been the highest in the preliminary contest on Friday afternoon.

The figures shown are as follows: Front, Miss Dammers; middle row (left to right), Gustav Trefzger, Ruth Drysdale, George I. Abel; back, William Adderly.

Unquestionably the determination and character shown in these faces have much to do with their being "in the finals."

It was a noticeable fact that in the final contest every one of the writers wore the little blue and white button

composed of ovals and bearing the neat gold "G"! Practically all of them likewise wore an attractive watch fob bearing a similar design!

We are pleased to be able to publish the following letter from Miss Dammers, the winner of the cup:

No one was more surprised than I at the outcome of the contest, as I hardly dared to hope that I could win the cup against so many other contestants. Although the rumors which were going about before the contest in regard to the wonderful speed displayed by some of the operators made me feel that my chances were slim, still I determined to do the best I could. I also made up my mind to write as accurately as possible, even if I did not win the cup.

That I have been so lucky as to secure this honor for the Gregg School, I attribute largely to the excellent training I received in its typewriting department and to the correct principles of the method employed. Of course, I am very much encouraged by my unexpected success and feel very grateful to my teacher and my school for their share in it.

It is, of course, needless to emphasize the fact that had not Miss Dammers worked faithfully and diligently while in school she would not have had an opportunity to compete for the cup. We trust that the results of the contest may stimulate teachers of typewriting and their pupils to strive harder for the very highest grade of work, and especially for accuracy.

A Fast Writer in Four Months

We are in receipt of a very enthusiastic letter from Mr. C. A. Marone, who handles the shorthand department of Brown's Business College at St. Louis, Mo. Mr. Marone informs us that Mr. Charles A. Taylor, whose likeness is reproduced herewith, has made a record in the study of shorthand, having attained a speed of 150 words a minute after four months' study. Mr. Marone writes that Mr. Taylor studied Graham shorthand for six months and at the end of that time could write faster on the typewriter than he could in shorthand. We hope to be favored with a specimen of Mr. Taylor's notes in the near future.

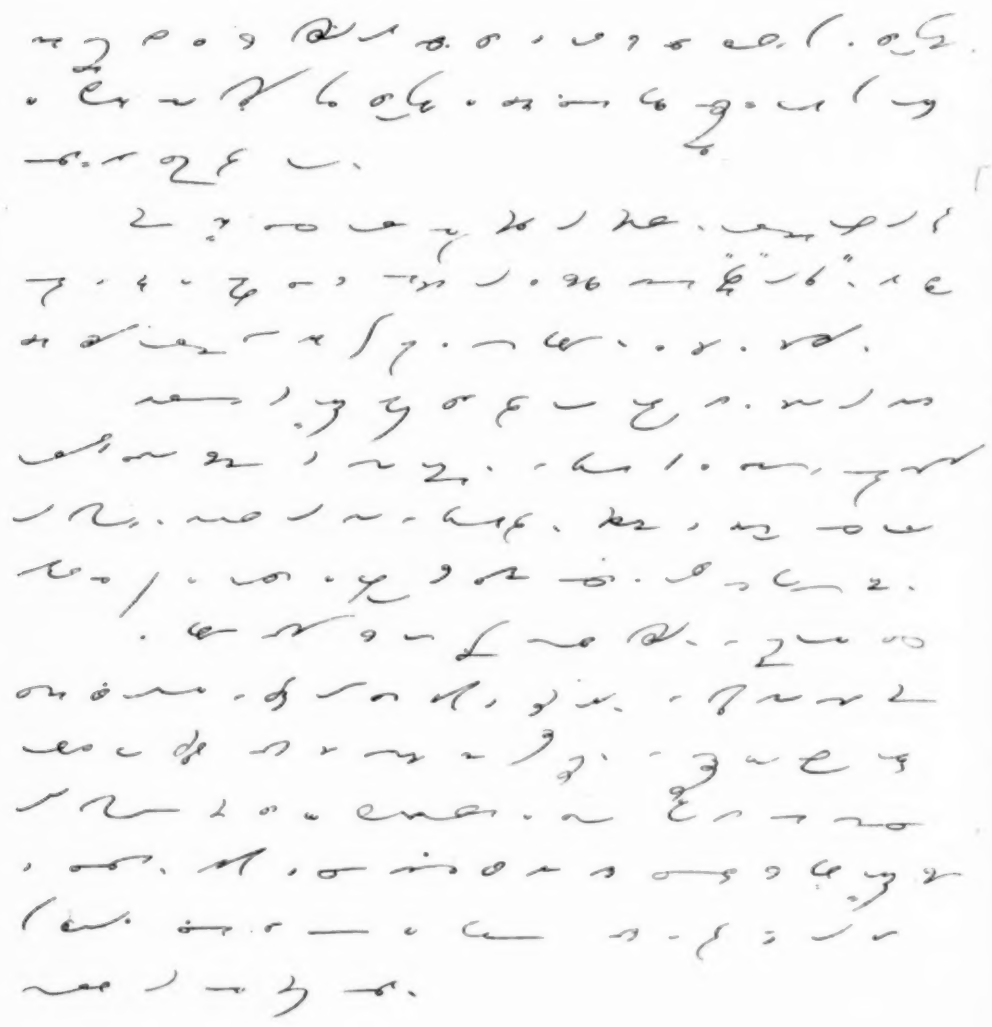
C. A. TAYLOR

Mrs. Loretta Mae Judd has for a number of years upheld the banner of the Forward Movement in Zion City, Ill., where she has now three private classes in shorthand. A clipping from the *Zion City News* of June 26th tells of a merry dinner which Mrs. Judd gave her classes on the occasion of the close of the year's work. The dinner was followed by formal exercises, of which one feature was a demonstration in rapid blackboard writing by Mr. F. H. Gurtler, a former student, who is now engaged in reporting work in Chicago.

Taft's Conception of the Presidency

(The key to these plates will be given next month)

Taft's Conception of the Presidency—Continued



WHAT a sublime spectacle is that of a man going straight to his goal, cutting his way through difficulties, and surmounting obstacles which dishearten others, as though they were stepping-stones!

"An Idea for You—Digest It"

The Business Monthly Magazine for June says:

"The above is the title of an interesting folder recently published for distribution by the Gregg Publishing Company. It is a reprint of the paper by Mr. R. E. Tulloss, Springfield, Ohio, setting forth his principles of training pupils to be expert touch typewriting operators read before the Convention of the National Shorthand Teachers' Association at Pittsburg last December.

We have been digesting ideas presented by the Gregg folks for some time with good results on the digestive organs. John R. Gregg came to the front with an idea that set the shorthand world by the ears in hot debate when his system was first presented, and the growth of Gregg shorthand stands as a high testimonial to the fact that the John R. original idea was more or less like the mustard seed we read about in Scripture. Ever since the beginning, new ideas have come, teaching ideas and business management ideas,—and they have all been worth digesting—because the Chef has known how to make them so.

Space has been required in increasing quantity to house the Gregg idea. Although the establishment of an eastern office of the company in New York (under Mr. Gregg's personal direction) has to some extent relieved the pressure on the Chicago office, it has been found necessary for the Chicago office to take on a large amount of additional floor space in the Thomas Church Building. An additional room of approximately 300 square feet has been rented and fitted up for a general office, thus permitting of a rearrangement of several of the other departments of the business.

Remington Gold Bonus

We have read with unusual interest an account of the regular semi-annual distribution of gold coin among the employes of the Remington Typewriter Company, which took place at the great Ilion works on June 27th. Two hundred and eighty employes who had been associated with the company from ten to thirty-five years were awarded a bonus of fifty dollars each, the total sum thus distributed amounting to $14,000—a striking demonstration of the fact that the recent hard times passed the Remington business by on the other side.

This year's distribution marks the eleventh event of the kind in the history of the company. In commenting upon the matter, the *New York Daily Tribune* says:

> **This distribution for meritorious work and fidelity is entirely voluntary, being one of the various policies that contribute in no small measure to the phenomenal success of the Remington Typewriter.**
>
> **The distribution occurs every six months, and thus twice a year employers and employes come closer and closer together in thought and act, concentrating their combined energies and talents upon the work in hand and attaining the best possible results. It is productive not only of superior achievement during the hours of labor, but often stimulates thought in the period of physical relaxation that tends to improve and advance ideas which may have presented themselves to the ingenious mind reaching out for improvements. Recognition of loyalty and efficiency has had much to do with the success of the Remington Typewriter, and it will doubtless play the dominant role in the great Remington Typewriter Works for years to come.**

Changing Ambition

I remember a deep longing which I had when I was ten
To become a bareback rider and thus daily dazzle men;
And at twelve my sole ambition was to hear the people cheer
As arrayed in tights I vaulted lightly through the atmosphere.

At thirteen I had a yearning to subdue all scientists
Who possessed uncommon muscle and were handy with their fists;
But I gave up that ambition when an older boy one day
Showed me stars not in the clusters that make up the Milky Way.

At sixteen I dreamed of honors that some day to me should fall
As I stood within the diamond putting curves upon the ball,
And at seventeen, discarding all my former hope, I planned
To some day become the handsome leader of the village band.

I remember now at twenty I possessed a noble rage
And foresaw the time when proudly I should strut across the stage;
But it chanced that Mansfield never suffered an eclipse by me,
For I yearned to be a statesman at the age of twenty-three.

I have ceased to sigh for greatness on the stage or in the ring;
I have never held an office nor excelled at anything;
But I might not now be sitting where unknown alone I sit
Had I picked out one ambition and stuck faithfully to it.

—*Chicago Record-Herald.*

Helping the Pupil

One of the hardest things for all of us to realize fully, and above all to practice consistently, is the fact that we help a student not by doing things for him but by enabling him to do them for himself. Every pupil has an inalienable right to do without help or interference all the intellectual processes which are within his power. One of the commonest errors in this regard is failing to give the pupil time enough to work out a thought; for example, in a geometry class the question is asked, "What part of a circle is both segment and sector?" A bright pupil gives the answer "A semicircle." He is then asked for proof. He readily shows that a semicircle is a segment, according to definition, but does not at once see how to prove the semicircle a sector. In most cases of this sort the teacher is inclined either to intervene with too much suggestion or to call on other members of the class. The fact is that the opportunity to grapple with a question of this sort single-handed and unaided is one of the choicest privileges of school life.—E. O. Sisson, in *Northwestern Educational Journal.*

A man is specially and divinely fortunate, not when his conditions are easy, but when they evoke the very best that is in him; when they provoke him to nobleness and sting him to strength; when they clear his vision, kindle his enthusiasm, and inspire his will. The best moments in a man's life are often the hardest and most perilous.—*Outlook.*

Our Problem

OUR problem in the past has been not so much to secure new subscriptions to the Gregg Writer as to secure renewals. Each year we add to our list of subscribers many thousands of names. Too many of these young people, however, do not renew their subscriptions from year to year. It can not be that they do not find the magazine interesting—if it were that we might not be so willing to speak right out in meeting about it! No, it isn't that. The trouble is sometimes that the girls get married or go into the millinery business—and forget all about shorthand—while the boys become such good stenographers that they cease to be stenographers and become department managers, salesmen, superintendents and presidents. In either case the poor shorthand magazine, which had so much to do with making them successful, is neglected.

Improvements

Now, what are we going to do about it? Naturally, one would say that the first step would be to make the Gregg Writer so good that subscribers could not afford not to renew their subscriptions. Well, we have done that, haven't we? The magazine has increased in size and improved in quality with each volume—indeed some say with each number. With the September, 1908, number, it will go to sixty-four pages, and, in the language of the street, "That's going some" for a shorthand magazine. A number of new and interesting departments will be added and in every way Vol. XI will be something worth while. Yes, we have done our part. Now, will you do yours?

We are talking now—and we want to talk straight from the shoulder—to our present subscribers, those whose subscriptions will expire with the August number, if they let them! Will you? We hope not. But when we say "We hope not" we don't mean that we hope not because it means a loss of subscribers for us. Not at all. We hope not for *your* sake, for a moment's thought will show you that if you don't continue to read the Gregg Writer, we *both* lose. And so you see it really becomes *your* problem.

Your Problem

Your problem is "Can I afford to *remain* a beginner?" The answer is "No" every time. You can not. But you *will* remain a beginner, and you will pay dearly for every bit of experience you get if you ignore the helping hand that is being held out to you in kindness and fraternal interest by those who have gone before you over the road of stenographic success. Do you realize how much you don't know? If you do you have won half the battle. But why not win the other half? Knowing how much remains to be learned, why not set about learning it? Why not let the Gregg Writer be your little schoolmaster? It is devoted to your specialty, to your work, to *you*.

How shall I practice? What is the best way to review the theory of my shorthand? What have others done in my line that I may do? How does my shorthand writing compare with other people's in similar circumstances? What am I good for in typewriting, anyway? How can I get into "Uncle Sam's" service as a stenographic clerk? How can I become a reporter? These and hundreds of other questions will occur to

you—if you are wide awake—and every one of them and hundreds more can be answered most quickly, authoritatively and effectively by means of the Gregg Writer. The Learner's Department, the Civil Serice Department, the Reporter's Department, the shorthand plates, the editorials, the articles by successful writers, reporters and teachers—every feature of the magazine is intended to be helpful, inspiring, stimulating.

Do It Now

Well, let us say that you see the value of keeping in touch with *your* shorthand magazine. Now, you have only to act; and why not do it now? To receive twelve more numbers of the Gregg Writer—the sixty-four-page magazine with many new departments—will cost you only $1.00 a year—less than two cents a week. Any one number will easily be worth more than a year's subscription. Furthermore, to prove to you that we want you on the subscription list for your own sake rather than for the small profit there is in it for us, we will give you, with your renewal subscription for one year, a beautiful watch fob free of charge. You will find this valuable premium described on page V of this magazine. This offer, however, of a fob with a renewal can be kept open only a little while longer, so if you intend to take advantage of it you must send in your renewal subscription without delay.

Teachers who have the success of their pupils at heart can help them by urging them to renew their subscriptions to the Gregg Writer before it is too late.

Key to Last Month's Shorthand Plates

Manufacturing Letters

Dear Sirs:

We are in receipt of your letter of the 4th and note you are endeavoring to increase the speed of your engine which now runs at 350 R.P.M., and you will advise us in the matter later.

In the matter of the price of this shaft, we note you wish this in 4 or 5′ lengths. We note you are building a machine to cut sugar cane and would like to have an idea what the parts will cost.

We assume from your previous letter that the No. 44 shaft is the shaft which you will use. The price of the No. 44 in spring casing leather covered, standard length of 8′, fitted with sheave pulley, necessary end sleeves is $60.00. For lengths shorter than this deduct $5.25 per foot for each foot shorter than the standard length. If the sheave pulley is not required deduct $2.00 for same. We will allow you 20% discount on these prices. If you desire using a transmission head on this shaft, the price of same is $8.00. The price of a wood-boring head is $30.00, No. 2 multiplier is $20.00, clamp spindle $5.00, and 8″ scratch brush $8.75. We will allow you 10% discount on these prices.

Trusting that this is the information which you require, we are,

Yours truly,

Gentlemen:

We have your letter of the 7th enclosing sketch of countershaft, requesting that we quote prices in lots of ten and fifty.

We beg to advise that we are not in a position to manufacture these for you. If you desire getting quotations on this, we would respectfully refer you to Mr. Watson James, Harmon St., of this city. It is the writer's belief that he is in a position to quote you interesting prices on this material.

Regretting that we are unable to serve you at this time and awaiting your further commands, we remain,

Yours truly,

Gentlemen:—We acknowledge receipt of your favor of the 30th ult., and note your order for 3 plates of ¼ and 3 of ⅛—36″ to 60″ wide by any lengths. We thank you for this order, and are pleased to advise that shipment is being made as per invoice of the 3 plates of each gauge 36 x 138, which we trust will reach you promptly, and we hope to have your further orders whenever you need anything in our line.

Awaiting your favors with interest, and assuring you that same will be duly appreciated, we remain,

Yours truly,

What Forestry Has Done—Concluded

crops, and so has assisted the country to support a larger population, and one that is more prosperous, than would be the case if the valleys were subjected to destructive floods. In a country as small as Switzerland, and one which contains so many high and rugged mountains,

this is a service the benefits of which can not be measured in dollars. It is in Switzerland, also, in the Sihlwald, that forestry demonstrates beyond contradiction how great a yield in wood and money it may bring about if applied consistently for a number of years.

A circular entitled "What Forestry Has Done," just published by the Forest Service, and obtainable upon application to the Forester, Washington, D. C., reviews the forest work of the leading foreign countries. The chief lessons which may be learned from them are summarized as follows:

What forestry has done in other countries shows, first of all, that forestry pays, and that it pays best where the most money is expended in applying it. The United States is enormously behindhand in its expenditure for the management of the National Forests, but nevertheless returns have already increased with increased expenditure for management.

A second lesson, clearly brought home by foreign forestry, is the need of timely action, since forest waste can be repaired only at great cost.

Third, private initiative does not suffice by itself to prevent wasteful forest use. England, it is true, has so far consistently followed a let-alone policy. However, England has been depending upon foreign supplies of wood. Now that all Europe is running behind every year in the production of wood (2,620,000 tons), and there are unmistakable signs that countries which lead as exporters of wood will have to curtail their wood exports, England is at last feeling her dependence and is speculating uneasily as to where she can certainly secure what wood she needs in the future.

Fourth, when the forest countries are compared as to wood imports and exports, and when it is realized that a number of the countries which practice forestry are even now on the wood-importing list, the need of forestry in the export countries is doubly enforced.

Russia, Sweden, Austria-Hungary, and Canada, for instance, are making good the wood deficit of a large part of the world. Sweden cuts much more wood (106,000,000 cubic feet) than she produces; Russia, in spite of her enormous forest resources, has probably entered the same road; and England, the leading importer of wood, must count more and more on Canada. But the United States consumes every year from three to four times the wood which its forests produce, and in due time will doubtless take all the wood that Canada can spare. In other words, unless the countries of the western hemisphere apply forestry promptly and thoroughly, they will one day assuredly be held responsible for a world-wide timber famine.

Fifth, in comparison with foreign countries the prospects for forestry in the United States are particularly bright, for the following reasons:

(1) We start with the assurance that success can certainly be attained.

(2) We have few of the handicaps which have trammeled other countries. We have no ancient forest rights and usages with which to contend, or troublesome property questions to settle.

(3) The results which other lands have achieved by long struggle, often with bitter costs, are free to us to use as we wish. We have, it is true, our purely National and local forest questions, but the key to many of them is somewhere in the keeping of the countries which have achieved forestry.

(4) In variety combined with value our forests are without a parallel in the world. They produce timber adapted to the greatest variety of uses, so that, except to meet shortage, importations of wood are unnecessary. Furthermore, transportation facilities enable us to make every forest region available. Thus, by specializing our forest management, each kind of forest may be made to yield the kind of material for which it is best adapted, and the wastes due to compulsory use of local supplies may be practically eliminated.

Fire Insurance Letters

My dear Sir.

Your letter of the 11th inst. has been referred to me by one of the local agents, and in reply to same I beg to say that I was with Mr. Farwell when he wrote the application for you and Mr. Stiles, and I differ with you in regard to false misrepresentation of any kind, as every clause of the application and policy was discussed and explained to your entire satisfaction. You read the application before signing it; you also had your policy in your possession three or four weeks before paying for it, and if you did not read it you should have done so, as you certainly had sufficient time to do so before paying for it. The only clause you objected to at the time of the writing was clause fifth contained in the policy, but this was explained to your satisfaction. As to Mr. Stiles, he has never paid one cent for his policy. I am sure that if you will reconsider your statement you will see that you are wrong, as no business man, especially an attorney, would allow himself to be led into a trap with his eyes open wide. You certainly should be able to understand a simple contract after reading it.

Our association issues the most liberal health and accident policies on the market, and if you will study your policy a little and compare it with other policies issued by other companies, you will see that you have a very broad contract.

Yours truly,

Gentlemen:

We would like for you to send us a good, liberal supply of manuals and forward the memorandum books at once, as we have no other literature that we can distribute that gives the application fee, etc. We have also ordered some pink folders which have not arrived; if you have not already sent them, kindly rush them along, as we would like to get as many agents started as possible. Probably from the many who attempt canvassing we will get some competent ones. At any rate, there is no other way to ascertain whether a man is any account or not except to give him manual, literature and application blanks and launch him out. Of course, a good many of the manuals are lost, as the agents will work for a few days and if they do not happen to have good success they never show up again. While we dislike to lose the manuals, we do not see any other course to pursue but to take chances.

We will appreciate it very much if you will hurry forward matter as requested above.

Yours very truly,

Court Testimony—Continued

A $308.00.

Q Are you acquainted with the property owned by Mrs. Healey? A. I am.

Q Known as Lots 17 and 18? A Yes, sir. Lot 17 is the north-east corner of Michigan Avenue and 45th St. It is 36 x 125. It is vacant.

Q Michigan Avenue and what street? A Michigan Avenue and 45th Street.

Q And you say it is vacant? A Yes, sir; and Lot 18 is occupied by story-and-a-half frame, by a frame cottage.

Q Let us take the corner lot on the corner of 45th Street, you said, and Michigan Ave.—if this improvement is put in as is proposed by this ordinance, what, in your opinion, would be the special benefit inuring to that corner lot? A $100.00.

Q That is Lot 17? A Yes, 125 x 36 feet.

Q It is an extra wide lot, is it? A Yes, sir.

Q Does it face 45th or does it face Michigan Ave.? A That lot faces Michigan Ave. it seems to me; Lot 17, the one with the house, is partly on Michigan Ave.

Q And that is on Lot 18? A Yes, sir.

Q What in your opinion would be the special benefit inuring to Lot 18, if this improvement is put in as is proposed by this ordinance? A There is a house on it—$75.00.

Q Are you acquainted with Block 24 Hyde Park section 26? A Yes, sir.

Q Where is that located? A That is located part of it runs through from Michigan Ave. to Woodlawn. It is a peculiar shaped lot. On the east side it is one hundred eight feet which touches Michigan Avenue and the Woodlawn Avenue part of it is north of this improvement. Strangers coming out there would think it was a frog pond. There is a great deal of water on it and you can hear the frogs quack in it.

Q If this improvement that is proposed by this ordinance is put in there, what benefit will it be to that lot? A None whatsoever.

Q Mr. Bailey, which way does the Wabash run out there? A The Wabash runs in a south-easterly direction. q

Q And what is the other railroad out there that crosses the Wabash at that point? A That is the P. C. C. & St. L., I guess.

Q The Pittsburg, Chicago, Cincinnati and St. Louis, Nickel Plate? A No, not the Nickel Plate.

Q What direction does that railroad run in? A Right the opposite direction from the Wabash.

Q South-west? A South-west.

Q And the streets proposed to be improved are in the triangle formed by those two railroads, and lying directly south of these railroads? A Yes, sir.

Q This railroad that runs on the west line of this proposed improvement, we will call that the Nickel Plate for short. Is that railroad elevated or is it not.

A It is not

Q The Nickel Plate is elevated? A It is elevated, yes, sir.

Q All along the line of this proposed improvement? A Yes, sir.

Q Is the Wabash elevated? A No, sir.

Q Now, I want you to state the various cross streets, beginning on the west, or rather on the east, that are proposed to be improved? A On the east, first Woodlawn, Michigan——

Q I am talking about cross streets, east and west. Take 41st St. A That is the first street, or 40th?

Q Take 40th—does that cross Wabash tracks? A 40th Street is the first one from Woodlawn to 41st Street and Woodlawn, Kimbark——

Q I understand how far they are to be improved, but does not 40th street run across the Wabash tracks, or does it stop? A It stops.

Q On this side of Wabash? A Yes, sir.

Q Does it cross the Nickel Plate on the west? A No, sir.

To be continued.

The People, The Railroads, and The National Authority—Concluded

the Camden and Amboy Company brought suit in a court of New Jersey and compelled the company which served the Government to pay to it every cent which it had received for this transportation. It was to destroy this monopoly and to compel all States to permit the traffic of other States to pass through them that the act was passed.

As soon as the bill was introduced it met with strong opposition, not only from New Jersey, but from many Senators and Representatives who claimed that the act was unconstitutional as interfering with the right of the State to regulate her own internal affairs.

This bill was enacted into a law on June 15, 1866, and it provides, as I have already stated, that railroads are authorized to carry persons and property from any State to another State and to form continuous lines of transportation. The act is a license to engage in interstate commerce without State interference, since carrying property from one State to another is interstate commerce, and it was passed under the power to regulate such commerce.

It was designed, as the Supreme Court said in construing the law, "to remove trammels upon transportation between different States which had previously existed and to prevent the creation of such trammels in the future."

Proceeding with even more rapid pace, after the movement had begun, the Federal judicial authority supplemented the legislative branch of the Government in its effective work of establishing the supremacy of the National to the exclusion of the State authority over intercourse and the means of intercourse among the States.

After undergoing various modifications, this rule was squarely reversed that the silence o. Congress upon any phase of commercial intercourse left the States free to regulate it within their own territorial limits. The silence of Congress is now held to be equivalent to a legislative declaration that commerce between the States shall be free from State regulation. This rule proceeds upon the theory of exclusive Federal authority over the subject and effects by the mere force of its enunciation a total exclusion of the States from the field.